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ABSTRACT

During the 1979-1980 school year, 16 severely emotionally disturbed secondary school students participated in the Youth in Psychoeducational Services (YIPS) program. The program provided intensive academic and behavioral treatment, family counseling, and staff development activities. YIPS was evaluated using a model that required the comparison of program objectives to actual outcomes. Evaluative findings indicated that during the course of the school year: (1) 58 percent of the students improved on a behavior rating checklist; (2) conduct problems were reduced; (3) immature, delinquent, and psychotic behaviors remained the same; (4) 93 percent of the students showed gains in reading achievement, 86 percent showed gains in spelling, and 71 percent showed gains in arithmetic; and (5) ten staff development sessions were held. Cost comparison information and data and forms relevant to the evaluation are appended. (MK)

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DISTRICT OF COLUMBIA PUBLIC SCHOOLS

YOUTH IN PSYCHOEDUCATIONAL SERVICES PROGRAM (SPECIAL EDUCATION) E. S. E. A. TITLE IV-C

Final Evaluation Report

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

YOUTH IN PSYCHOEDUCATIONAL SERVICES PROGRAM

Final Report

1979-1980

Prepared by
Division of Research, Planning and Evaluation

1979-1980

YOUTH IN PSYCHOEDUCATIONAL SERVICES

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SUMMARY AND FINDINGS

Title

Youth in Psychoeducational Services (YIPS)

Project Director

Marlene Arline

Project Location

Bundy School

Target Population

Sixteen students, who have been diagnosed as severely emotionally disturbed.

Background

In response to Public Law 94-142 which mandates education for handicapped students in the least restrictive environment, and as a result of a needs assessment conducted by a Committee for Development of Citywide Services for Emotionally Disturbed Children and Youth, the YIPS program was established to provide severely emotionally disturbed students with a cost effective, psychoeducationally oriented treatment alternative to residential or institutional care.

Description of Project

With a staff of classroom teachers, aides, speech therapist, psychologist, and psychiatric social worker the YIPS program provides intensive academic and behavioral instruction/treatment to students with severe emotional problems. Through individaulized educational plans, the program focuses on increasing achievement in the basic core academic areas of reading, spelling, and arithmetic. Parental input is invited and counseling services are made available for families. A favorable staff-to-student ratio facilitates the program's goals of increasing the frequency of appropriate social and verbal interactions while decreasing inappropriate acting out or withdrawn behaviors.

Stated Objectives

A. To provide an intervention program to reduce inappropriate acting out or withdrawn behaviors that will be measured by individual students' treatment plans and pre- and post- data

B. To provide a comprehensive diagnostic speech/language therapy program that will be measured by daily progress charts and pre- and post- data

C. To effect positive change in the students' skills in the area of self-care, cognitive/mastery behavior, and perceptual motor skills to be determined by objective pre- and post- measures based on the mental ages of the students

D. To provide ongoing staff training in behavioral techniques, classroom management, and the development of a treatment plan to be determined by a staff needs assessment and actual staff training

Evaluation

The evaluation follows the Planning, Monitoring, and Implementation (PMI) Model for Decision-Making which was developed by the Division of Research, Planning and Evaluation, District of Columbia Public Schools.

1. On the Devereaux Adolescent Behavior Rating Scale, 58% of the students showed improvement from pre- to posttesting.

2. On the Behavioral Problem Checklist rated over a period of nine months, the means showed downward trends on Conduct Problems and Personality Problems. On Inadequate Immature, Socialized Delinquency, and Psychotic Behaviors the means stayed about the same throughout the year.

3. A speech/language therapy program was provided for students during the second semester, the therapist being ill during the first part of the year.

4. Reading test scores ranged from non-readers to 11th grade level. Of the 14 students for whom pre- and posttesting data were available, 13 or 93% showed gains on at least one of the measures.

5. Spelling test scores ranged from non-spellers to 9th grade level. Of the 14 students for whom pre- and posttesting data were available, 12 or 86% showed gains on at least one of the measures.

6. Arithmetic test scores ranged from pre-school to 5th grade level. Of the 14 students for whom pre- and posttesting data were available, 10 or 71% showed gains on at least one measure.

7. Ten staff development sessions were held including training in behavioral techniques, classroom management and development of a treatment plan.

BACKGROUND AND PROJECT OBJECTIVES

Introduction

Purpose - The purpose of the Youth in Psychoeducational Services Program (YIPS) is to provide a specialized program for severely emotionally disturbed children who might otherwise be institutionalized.

Need - Public Law 94-142 mandates that a free, appropriate public education be provided for all handicapped children. It also requires that the services be furnished in the least restrictive environment. Although there are classes for students with less intense emotional problems, the quality and availability of services to the severely emotionally disturbed students is an area that has been consistently identified as a weakness in the District of Columbia Public Schools. The YIPS program is a public school alternative to hospital and private facility placement.

History - Since 1977, a Committee for Development of Citywide Services for Emotionally Disturbed Children and Youth met regularly to assess needs and recommend services. In their study they found that the severely disturbed were most in need of services. Representatives of the Division of Special Education of the District of Columbia Public Schools and the Department of Human Services served on the committee. The Division of Special Education responded to the identified need by planning YIPS, a treatment program geared to such a population. The project was first implemented during the 1978-79 school year and was followed by a summer program. The final evaluation of the 1978-79 school year program demonstrated its cost effectiveness. (See Appendix A.) In its second year of operation YIPS continued to provide instructional and support services to this identified group.

Description of the Project

Target Population - Students who have psychiatrically diagnosed psychotic, prepsychotic, or borderline psychotic disorders (severe emotional disorders with behavioral deficits in thought processes, affect, and perception) are eligible for the program. From this population 17 students, age 13 to 18, participated in the program during the 1980-81 school year. Placements were made by the special education committee based on the recommendations of the placement specialists from each region. The project is located in the Bundy School which also serves other identified emotionally disturbed children.

Staffing - The staff consists of four special education classroom teachers, four educational aides, a speech/language therapist, a clinical psychologist, and a psychiatric social worker. Ancillary services are provided by an art therapist, an adaptive physical education teacher, a regular physical education teacher, an industrial arts teacher, and a counselor. Medical screening is provided by a part-time doctor and nurse. The principal of the school serves as project director. Funding under this program pays for one teacher, a psychiatric social worker, and two of the aides during the school year and staffing during a summer program.

The Youth in Psychoeducational Services Approach:

Diagnoses - The identification and diagnostic processes include four main areas: (1) basic descriptive data; (2) educational; (3) sociopsychological, psychiatric and medical, and (4) input from parents. The descriptive area contains information such as age, sex, and socioeconomic data. The educational and sociopsychological diagnoses include standardized tests as well as sociometrics, anecdotal records, case studies, interviews and parental input. The psychiatric and medical diagnoses are used to obtain a more complete profile.

Classroom Operations - Based on the diagnostic information, an appropriate behavioral, academic, speech and therapeutic program is developed for each student and implemented through the Individualized Education Plan (IEP).

Behavioral - The classroom management process emphasized teacher structuring of expected behaviors in both group and individual situations. Examples of the structuring are: assigning clearly defined tasks; rechanneling energies into acceptable activities; limiting space and tools to reduce stimulation; comforting; and, as a last resort, using physical control such as restraining when a student becomes a danger to himself or to others.

Academic - The academic process is characterized by individual and small group instruction using a multisensory approach. Teachers try to assure success experiences through the use of immediate reinforcement and motivating materials. Special training designed to decrease perceptual deficits is incorporated into the classroom program. Therapists in speech, art, industrial arts, adaptive and regular physical education, and counseling also contribute to the academic core.

Therapeutic - The therapeutic component is considered an integral part of the psychoeducational program. Students are involved in at least nine therapy hours per week including three hours in individual therapy, two hours of group therapy, and four hours in a therapeutic community. During the therapeutic community sessions, students and staff discuss positive and negative aspects of the program.

On a continuous basis, staff members seek to create a climate of emotional understanding and support through the use of interpersonal and group relationship building processes. Emotional support from adults includes program adjustments such as providing tasks that allow for low frustration, high reward, and easy success; and through personal actions such as a reassuring touch, or recognition and verbalization of pupils' feelings. Various strategies are used based on the individual needs of students or the situational needs of a group.

In the event of a crisis in the life of the student or the student's family, 24 hour emergency care is provided through area mental health facilities.

Staff Development - All staff members have previous experience and training in working with disturbed youngsters. Problems and possible solutions are discussed at weekly staffings attended by all YIPS faculty members. A needs assessment was done in September 1979 to aid in planning for the 1979-80 year and another in June 1980 for the next school year. At monthly Bundy staff development sessions, training has been offered in the areas of classroom management, behavioral techniques, and development of a treatment plan.

Parental Involvement - Parents are involved in the diagnostic and placement procedures and are offered the opportunity to receive counseling on a regularly scheduled basis or as an emergency arises. They are invited to attend therapeutic team meetings and receive written summaries of such major changes in a student's program or placement as contemplated. In accordance with P.L. 94-142 parents were involved in the development of their children's Individualized Education Program (I.E.P.).

Stated Objectives

A. To provide an intervention program to reduce inappropriate acting out or withdrawn behaviors that will be measured by individual students' treatment plans and pre- and post- data

B. To provide a comprehensive diagnostic speech/language therapy program that will be measured by daily progress charts and pre- and post- data

C. To effect positive change in the students' skills in the area of self-care, cognitive/mastery behavior, and perceptual motor skills to be determined by objective pre- and post- measures based on the mental ages of the students

D. To provide ongoing staff training in behavioral techniques, classroom management, and the development of a treatment plan to be determined by a staff needs assessment and actual staff training

EXTERNAL EVALUATION DESIGN

The evaluation follows the Planning, Monitoring and Implementation (PMI) Model for Decision-Making which was developed by the Division of Research, Planning and Evaluation, District of Columbia Public Schools. The evaluation design consisted of the intended inputs, processes and outputs. The interim report related agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data, the agreements and discrepancies between intended and observed outcomes with supporting data in the Appendix, a summary of performance agreement and analyses/conclusions/implications, for each objective. (See Appendix B.)

RESULTS

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To provide a well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: A - To provide an intervention program to reduce inappropriate acting out or withdrawn behaviors that will be measured by individual student's treatment plans and pre- and posttest data

INPUTS

INTENDED	MONITORING	OBSERVED
1. Student population of 16	Agreement	1. Enrollment records showed that there were 17 students enrolled in the program. With attrition the number dropped to 15 by the end of the school year.
2. Pupil/teacher ratio of 4 to 1	Agreement	2. With four teachers assigned, the pupil/teacher ratio was 4.25 to 1, but with student attrition, it became 3.75 to 1 at the end of the year.
3. Highly specialized staff trained to work with severely disturbed youngsters	Agreement	3. All teachers are certified to teach emotionally disturbed students. The other professionals are all licensed or certified in their specialties.
4. Provisions for consulting psychiatrist and emergency care	Agreement	4. The agreement with St. Elizabeth's was signed. It provided for psychiatric consultation, psychiatric evaluation and emergency care. Consultation was available for 2½ hours every other week.
5. Four hours of therapeutic community, two hours of group therapy and three hours of individual therapy per week for each student	Agreement	5. The therapeutic time was being provided.
6. Space available for time out (study carrels in room, guidance office out-of-room)	Agreement	6. Space was available for time out when needed

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I
(continued)

Goal: To provide a well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: A - To provide an intervention program to reduce inappropriate acting out or withdrawn behaviors that will be measured by individual student's treatment plans and pre- and posttest data

INPUTS

INTENDED	MONITORING	OBSERVED
7. Adaptive physical education for students according to Individual Educational Plan designation; regular physical education for all other students	Agreement	7. Students had adaptive or regular P.E. as required.
8. Therapeutic art for students according to IEP designation; regular art for all other students	Agreement	8. Students had therapeutic art or regular art as required.
9. One hour per week of industrial arts for all students	Agreement	9. All students had one hour per week of industrial arts.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To provide a well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: A - To provide an intervention program to reduce inappropriate acting out or withdrawn behaviors that will be measured by individual student's treatment plans and pre- and posttest data

PROCESSES

INTENDED	MONITORING	OBSERVED
1. Psychological and behavioral assessments will be conducted for each student.	Agreement	1. Records submitted showed that all assessments were conducted.
2. IEP's will be developed for each student.	Agreement	2. IEP's were developed and were rewritten when improvement was noted or other changes were necessary.
3. Teachers will structure expected behaviors in ways such as assigning clearly defined tasks; rechanneling energies into acceptable activities; limiting space and tools to reduce stimulation; and using physical control such as restraining and comforting.	Agreement	3. Teachers used the prescribed techniques to structure expected behavior.
4. Teachers will adjust programs to provide tasks that allow for low frustration, high reward and easy success.	Agreement	4. Teachers adjusted programs as required to allow for low frustration, high reward and success.
5. Teachers will assist students in the relationship building process through personal actions such as a reassuring touch, recognition and verbalization of pupils' feelings	Agreement	5. Teachers used the prescribed techniques to assist students in the relationship building process.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II
(continued)

Goal: To provide a well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: A - To provide an intervention program to reduce inappropriate acting out or withdrawn behaviors that will be measured by individual student's treatment plans and pre- and posttest data

PROCESSES

INTENDED	MONITORING	OBSERVED
6. During the therapeutic community sessions, students will discuss positive and negative aspects of the program, and of their behavior that day.	Agreement	6. Students were involved in the therapeutic community as indicated.
7. Students will be involved in individual and group therapy to discuss interpersonal problems and home difficulties.	Agreement	7. Students were involved in individual and group counseling with the low functional group working on survival skills and the higher functioning group with problems such as, "I don't get along with my mother."
8. YIPS faculty members will attend weekly staffings to discuss problems and possible solutions.	Agreement	8. Faculty members attended weekly meeting to discuss ways of helping the students.
9. Students will be involved in psychoeducationally oriented activities such as field trips, horseback riding, and parent-staff student events.	Agreement	9. Field trips were taken to such places as the African Art Museum, ice skating, and Crampton Auditorium. Therapeutic horseback riding took place. Parents were encouraged to participate in all field trips.
10. Parent input will be invited and counseling services will be made available to families.	Agreement	10. Parents were invited to give input and were aware of counseling services for families of YIPS students.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II
(continued)

Goal: To provide a well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: A - To provide an intervention program to reduce inappropriate acting out or withdrawn behaviors that will be measured by individual student's treatment plans and pre- and posttest data

PROCESSES

INTENDED	MONITORING	OBSERVED
11. Posttest data relating to inappropriate acting out or withdrawn behaviors will be collected in May, 1980.	Agreement	11. Posttest data was collected in May, 1980. Some of the behavioral data was collected throughout the year.
12. There will be a program for teaching parents behavioral management.	Discrepancy	12. The program was not begun this year. Because of parents working hours, it was difficult to schedule school meetings. The social worker visited homes in the evenings to assist in developing a management program.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To provide a well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: A - To provide an intervention program to reduce inappropriate acting out or withdrawn behaviors that will be measured by individual student's treatment plans and pre- and posttest data

OUTCOMES

INTENDED	MONITORING	OBSERVED
1. Records will show that a program has been established for 16 severely emotionally disturbed students.	Agreement	1. Attendance records, classroom roster, and placement letters showed that 17 students were placed in the YIPS Program.
2. Students will show a reduction of inappropriate acting out or withdrawn behavior charted from individual treatment plans.	Agreement	2. IEP's interim and annual review reflect the success of the treatment plan under the social/ emotional area.
3. At least 50 percent of the students will show improvement from pre- to posttesting on at least 60% of the factors and rational clusters on the Devereaux Adolescent Behavior Rating Scale	Agreement	3. On the Devereaux Adolescent Behavior Rating Scale 58% of the students showed an improvement from pre- to posttesting. The percentages ranged from 60% to 87%. (See Appendix C.)
4. A time series chart on the Behavioral Problem Checklist will show a trend toward a positive degree of increase from September 1979 through June 1980.	Agreement	4. Teachers and Teacher Assistants rated the students on the Behavioral Problem Checklist over a period of nine months on the five categories which compose the checklist. The five categories are: Conduct Problems, Personality Problems, Inadequate - Immature, Socialized Delinquency and Psychotic Behaviors. In Appendix D it may be seen that on three variables the mean stayed about the same. On two others, however, Conduct and Personality Problems, the means show a decrease indicating a trend toward a reduction of inappropriate behavior.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART IV

Goal: To provide a well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: A - To provide an intervention program to reduce inappropriate acting out or withdrawn behaviors that will be measured by individual student's treatment plans and pre- and posttest data

OBSERVED INPUTS/OBSERVED PROCESSES

Four hours of therapeutic community, two hours of group therapy and three hours of individual therapy per week were scheduled and given to each student. Adaptive physical education (P.E.) and therapeutic arts were provided for those students in need. Students who were not scheduled for the adaptive program entered the regular P.E. program at Bundy. The staff was trained to work with severely disturbed students. There were no discrepancies in the inputs. The therapeutic environment was conducive to a therapeutic program as observed in the processes.

OBSERVED PROCESSES/OBSERVED OUTCOMES

The teachers adjusted the program as required to insure that it was low in frustration and high in reward and success. The process of this program was related to an improvement of the scores on the Devereaux Adolescent Behavior Rating Scale and a positive reduction on two of the categories on the Behavioral Problem Checklist.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART V

Goal: To provide a well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: A - To provide an intervention program to reduce inappropriate acting out or withdrawn behaviors that will be measured by individual student's treatment plans and pre- and posttest data

ANALYSES/CONCLUSIONS/IMPLICATIONS

The psychological and behavioral component of the program produced a positive change in the students it served. On both the Devereaux Adolescent Behavior Rating Scale and the Behavioral Problem Checklist there were trends which revealed a reduction in the inappropriate behavior in line with the stated objectives.

DECISIONS

This report will be forwarded to the Project Director, the School Superintendent, the School Board, and Grants' Administration to aid them in their decision making concerning this project.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To provide a well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: B - To provide a comprehensive diagnostic speech/language therapy program that will be measured by daily progress charts and pre- and posttest data

INPUTS

INTENDED	MONITORING	OBSERVED
1. A speech/language pathologist trained to work with severely emotionally disturbed youngsters	Agreement	1. The speech/language pathologist is trained to work with students served by YIPS.
2. Speech and language assessment materials such as the Goldman Fristoe Woodcock Test of Auditory Discrimination and the Illinois Test of Psycholinguistic Abilities	Agreement	2. The speech/language pathologist used a variety of assessment materials.
3. A private room for individual speech/language therapy	Discrepancy	3. Therapy took place in an area consisting of one room partitioned into three. The partitions do not go from floor to ceiling and there are some auditory distractions. However, the therapist has the students use earphones whenever possibl and students showed the ability to compensate.
4. Equipment and materials to aid in the development and remediation of speech and language	Agreement	4. The necessary equipment and materials to aid students in the development of speech and language were provided.
5. Time scheduled for individual speech/language therapy for students ranging from 2 to 4 times a week according to diagnosed needs of students	Discrepancy	5. Students were scheduled into speech/language therapy according to diagnosed needs. However, the Speech/Language Pathologist was ill during the first semester, limiting the tim available for therapy.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I
(continued)

Goal: To provide a well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: B - To provide a comprehensive diagnostic speech/language therapy program that will be measured by daily progress charts and pre- and posttest data

INPUTS

INTENDED	MONITORING	OBSERVED
6. Classroom teachers trained to reinforce recommendations of Speech/Language Pathologist	Agreement	6. Classroom teachers, as part of their special education training, learned how to, and did reinforce the recommendations of the Speech/ Language Pathologist.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To provide a well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: B - To provide a comprehensive diagnostic speech/language therapy program that will be measured by daily progress charts and pre- and posttest data

PROCESSES

INTENDED	MONITORING	OBSERVED
1. Speech and language assessments will be conducted for each student.	Agreement	1. Speech/language assessments were conducted on all students in the program. It was determined that eight of them should receive special help.
2. Students who are diagnosed as needing speech/language help will receive therapy throughout the school year.	Discrepancy	2. The speech/language pathologist was ill during the first semester, limiting the amount of therapy received. Students received help since January 1980, from a full time therapist.
3. Daily progress charts will be recorded for each student receiving speech/language therapy.	Discrepancy	3. Weekly progress charts and daily summaries, rather than daily progress charts, were maintained.
4. In working with the students, the speech/language pathologist will use a variety of aids including commercial products and teacher-made materials.	Agreement	4. The speech/language pathologist used a variety of aids including commercial products such as Systems 80, teacher-made materials such as manipulatives, and other devices such as a tape recorder, to help in working with the students.
5. Posttest data relating to speech and language change will be collected in June, 1980.	Agreement	5. Testing was completed in June, 1980.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To provide a well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: B - To provide a comprehensive diagnostic speech/language therapy program that will be measured by daily progress charts and pre- and posttest data

OUTCOMES

INTENDED	MONITORING	OBSERVED
1. Records will show that YIPS students participated in a speech/language therapy program.	Agreement	1. Individual student folders containing completed worksheets with achieved criterion levels relative to percentages of correct response on specific speech and language activities, showed that YIPS students did participate in a speech/language therapy program.
2. Daily progress charts will demonstrate that all students show improvement in their individual programs, with each annual goal containing: objectives; at least two learning activities; and the criteria and method for measuring, as established by the Child Study Team.	Agreement	2. Successful completion of daily therapy objectives and specific learning activities as demonstrated in records maintained by the speech/language reflect those broader long term and short term objectives stated on the student's Individual Educational Plan.
3. The results of selected subtests of the ITPA will demonstrate that the students in the language development program have made a greater actual annual gain during their two years in the program than their expected annual gain based on their pretest scores. The expected gain will be determined by dividing the psycholinguistic age (PLA) on the pretest by the actual age at the time of the pretest.	Discrepancy	3. Pre- and posttest ITPA data were provided for three students selected by the Communication Disorder Specialist on the basis of their needing language help. One of the students showed a greater annual gain than expected on 5 of the 6 subtests that were administered. The second student showed such gains on one of the six subtests. The third showed such gains on 3 of the 7 subtests given. (See Appendix E.)

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART IV

Goal: To provide a well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: B - To provide a comprehensive diagnostic speech/language therapy program that will be measured by daily progress charts and pre- and posttest data

OBSERVED INPUTS/OBSERVED PROCESSES

Students were scheduled into speech/language therapy accoring to diagnosed needs. However, the speech/language pathologist was ill during the first semester and the time available for therapy was limited. During the second semester the students did receive help from the therapist. Discrepancies in inputs were found in the therapy room, which was not soundproofed, and in the time scheduled for therapy.

OBSERVED PROCESSES/OBSERVED OUTCOMES

The limited amount of therapy given to the student did produce some changes in the annual gain experienced by the student. One of the three students performed at a level greater than the expected annual gain on five of the six ITPA subtests. The other two students' gains were less pronounced with ratios of 3 out of 7 and 1 out of 6. The indication here is that if the rate of gain had continued for a full year, that 2 out of the 3 students would have shown a greater than expected annual gain. This statement is based on the assumption that the rate of growth would be twice as much given twice the amount of time.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART V

Goal: To provide a well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: B - To provide a comprehensive diagnostic speech/language therapy program that will be measured by daily progress charts and pre- and posttest data

ANALYSES/CONCLUSIONS/IMPLICATIONS

The comprehensive diagnostic speech/language therapy program was planned. However, because of the loss of the time of the therapist due to illness, the program was not fully realized. During the second half of the year, a comprehensive speech/language therapy program was provided as evidenced by the records showing that IEP (Individual Educational Plan) objectives were met.

DECISIONS

This repost will be forwarded to the Project Director, the School Superintendent, the School Board and Grants' Administration to aid them in their decision making concerning this project.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To provide a well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: C - To effect positive change in the students' skills in the areas of self-care, cognitive/mastery behavior and perceptual motor skills to be determined by objective pre- and posttest measures based on the mental ages of the students.

INPUTS

INTENDED	MONITORING	OBSERVED
1. Student population of 16	Agreement	1. Enrollment records showed that there were 17 students enrolled in the program. With attrition the number dropped to 15 by the end of the school year.
2. Pupil/teacher ratio of 4 to 1	Agreement	2. With four teachers assigned to the program the pupil/teacher ratio was 4.25 to 1, but with student attrition it became 3.75 to 1 at the end of the year.
3. Highly specialized staff trained to work with severely disturbed youngsters	Agreement	3. All teachers are certified to teach emotionally disturbed students. The other professionals are all licensed or certified in their specialties.
4. Various level materials appropriate to the range of mental ages of the YIPS students	Agreement	4. Appropriate materials were available.
5. Equipment and materials for developing and maintaining perceptual motor skills	Agreement	5. Equipment and materials for developing and maintaining perceptual motor skills were mainly provided by the physical education specialists, art and industrial arts teachers, along with the standard classroom equipment.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To provide a well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: C - To effect positive change in the students' skills in the areas of self-care, cognitive/mastery behavior and perceptual motor skills to be determined by objective pre- and posttest measures based on the mental ages of the students.

PROCESSES		
INTENDED	MONITORING	OBSERVED
1. Assessments will be conducted for each student in the areas of self-care, academic achievement and perceptual motor skills.	Agreement	1. Assessments were completed.
2. Teachers will adjust programs to provide tasks that allow for low frustration, high reward, and easy success.	Agreement	2. Teachers adjusted programs according to IEP's to allow for low frustration, high reward, and success.
3. Teachers will instruct their students at each student's present level of achievement, moving on from these.	Agreement	3. Teachers instructed students according to their individual levels of achievement.
4. Perceptual motor training will be provided during art, physical education, and industrial arts.	Agreement	4. Students received perceptual motor training as part of their curriculum in art, P.E., and industrial arts.
5. Posttest data relating to self-care, cognitive/mastery behavior, and perceptual motor skills will be collected in May, 1980.	Agreement	5. Testing was completed in May, 1980.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To provide a well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: C - To effect positive change in the students' skills in the area of self-care, cognitive/mastery behavior and perceptual motor skills to be determined by objective pre- and posttest measures based on the mental ages of the students.

OUTCOMES

INTENDED	MONITORING	OBSERVED
1. Students will either initially demonstrate no gross deficiency in self-care areas, or will demonstrate a positive change as measured by observed and recorded improvement.	Agreement	1. None of the students was found initially to be grossly deficient in such behaviors
2. 80% of the students will show an increase of posttest scores over pretest scores on at least one measure of reading on the Peabody Individual Achievement Test (PIAT) and the Wide Range Achievement Test (WRAT)	Agreement	2. There was a noted difference between students in their reading test scores, from non-readers to 11th grade level. Some students performed better on the expressive measure (WRAT) and others on the receptive (PIAT). Some could recognize words but were unable to comprehend. Of the 14 students for whom pre- and posttesting data were available, 13 or 93% showed gains on at least one of the measures. (See Appendix F.)
3. 80% of the students will show an increase of posttest scores over pretest scores on at least one measure of spelling on the Peabody Individual Achievement Test and the Wide Range Achievement Test.	Agreement	3. Spelling test scores ranged from non-spellers to 9th grade level. Students generally did better on the receptive measure (PIAT) than on the expressive (WRAT). Of the 14 student for whom pre- and posttesting data we available, 12 or 86% showed gains on at least one of the measures. (See Appendix F.)
4. 80% of the students will show an increase of posttest scores over pretest scores on at least one measure of arithmetic on the Peabody Individual Achievement Test and the Wide Range Achievement Test.	Discrepancy	4. Arithmetic scores ranged from preschool to 5th grade level, a smaller range than reading or spelling. Of the 14 students for whom both pre- and posttest data were available, 10 or 71% showed gains on at least one measures. (See Appendix G.)

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III
(continued)

Goal: To provide a well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: C - To effect positive change in the students' skills in the area of self care, cognitive/mastery behavior and perceptual motor skills to be determined by objective pre- and posttest measures based on the mental ages of the students.

OUTCOMES		
INTENDED	MONITORING	OBSERVED
5. 80% of the students will show an increase in posttest scores over pretest scores on the measures of perceptual motor skills.	*	5. Testing to measure perceptual motor skills was not done this year.

* Data not available

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART IV

Goal: To provide a well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: C - To effect positive change in the students' skills in the area of self-care, cognitive/mastery behavior and perceptual motor skills to be determined by objective pre- and posttest measures based on the mental ages of the students.

OBSERVED INPUTS/OBSERVED PROCESSES

With a small student teacher ratio, a highly specialized staff trained to work with severely emotionally disturbed youngsters and a variety of materials and equipment, teachers were able to provide a program that allowed them to meet the needs of their students. There were no discrepancies in either inputs or processes.

OBSERVED PROCESSES/OBSERVED OUTCOMES

The program was adjusted to provide low frustration, high reward, and easy success tasks. The curriculum was tailored to meet each student's level of achievement. Testing was administered to measure academic change. The question may arise as to the expected pre-post gain for these students. The normal student is expected to make one year's academic growth in one year. Disturbed students, even those with average and above average intelligence, do not generally fit this pattern. In this project the intended outcomes considered any gain of posttest scores over pretests as a success.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART V

Goal: To provide a well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: C - To effect positive change in the students' skills in the area of self-care, cognitive/mastery behavior and perceptual motor skills to be determined by objective pre- and posttest measures based on the mental ages of the students.

ANALYSES/CONCLUSIONS/IMPLICATIONS

There is evidence that a positive change was effected in some areas. Since none of the students was grossly deficient in self-care, it was not necessary to measure that aspect of the program. Academic gains were demonstrated in reading and spelling but not in arithemtic. In students with severe emotional problems, not many achievement gains are expected. Sometimes a year can be considered an academic success if students do not decrease their scores. With the success in reading and spelling, it can be concluded that the YIPS program is helping these severely disturbed youngsters in their cognitive/mastery behavior.

DECISION

This report will be forwarded to the Project Director, the School Superintendent, the School Board and Grants' Administration to aid them in their decision making concerning this project.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To provide a well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: D - To provide ongoing staff training in behavioral techniques, classroom management, and development of a treatment plan to be determined by a staff needs assessment and actual staff training.

INPUTS

INTENDED	MONITORING	OBSERVED
1. Staff development time scheduled during monthly faculty meetings for Bundy School	Agreement	1. Monthly staff meetings with time for staff development were conducted.
2. Staff development time scheduled during weekly staff meetings	Agreement	2. Weekly staff meetings with time for staff development were conducted.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To provide a well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: D - To provide ongoing staff training in behavioral techniques, classroom management, and development of a treatment plan to be determined by a staff needs assessment and actual staff training.

PROCESSES		
INTENDED	MONITORING	OBSERVED
1. Staff development needs assessment will be conducted in the fall of 1979.	Agreement	1. Staff development needs assessment was conducted in September 1979. (See Appendix H.)
2. Staff will attend training sessions on behavioral techniques.	Agreement	2. Monthly Bundy staff development sessions and weekly YIPS faculty meetings were held including topics on behavioral techniques.
3. Staff will attend training sessions on classroom management.	Agreement	3. Sessions were held including topics on classroom management.
4. Staff will attend training sessions on development of a treatment plan.	Agreement	4. Sessions were held which included topics on the development of a treatment plan.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To provide well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: D - To provide ongoing staff training in behavioral techniques, classroom management, and development of a treatment plan to be determined by a staff needs assessment and actual staff training.

OUTCOMES

INTENDED	MONITORING	OBSERVED
1. A needs assessment will show specific areas where staff training is needed.	Agreement	1. The needs assessment survey was administered to all of the staff at Bundy (including the four YIPS teachers.) Teachers indicated a variety of desired activities.
2. Records will show that the staff has been provided training in behavioral techniques, classroom management and development of a treatment plan.	Agreement	2. A review of the records showed that 10 staff development sessions were held and they included training in behavioral techniques, classroom management and development of a treatment plan.
3. Staff members will attend at least 80% of the training sessions	Agreement	3. Records of the Project Director show that YIPS staff members attended at least 80% of the training sessions.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART IV

Goal: To provide a well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: D - To provide ongoing staff training in behavioral techniques, classroom management, and development of a treatment plan to be determined by a staff needs assessment and actual staff training.

OBSERVED INPUTS/OBSERVED PROCESSES

Time scheduled during the monthly Bundy Staff Meetings and the weekly YIPS staff meetings allowed for staff development activities to take place.

OBSERVED PROCESSES/OBSERVED OUTCOMES

A needs assessment led to training sessions including the areas of behavioral techniques, classroom management, and development of a treatment plan. The sessions were held and the YIPS staff had a high rate of attendance.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART V

Goal: To provide a well-structured program for secondary school students who have been identified as seriously emotionally disturbed

Objective: D - To provide ongoing staff training in behavioral techniques, classroom management, and development of a treatment plan to be determined by a staff needs assessment and actual staff training.

ANALYSES/CONCLUSIONS/IMPLICATIONS

There were no discrepancies in the inputs, processes or outcomes. The objective was met. Ongoing staff development was provided through ten planned sessions, meeting the surveyed needs.

DECISIONS

This report will be forwarded to the Project Director, the School Superintendent the School Board, and Grants' Administration to aid them in their decision making concerning this project.

APPENDIX A

COST COMPARISON INFORMATION

Cost Comparison Information Excerpted from Youth in Psychoeducational Services E.S.E.A. Title IV-C: Final Evaluation Report, District of Columbia Public Schools, January 1980.

Cost - Since this program has been designed as an alternative to institutional or private facility placement, a per-pupil cost comparison was made. Cost data came from several sources which will be indicated. There are large differences between the lowest and highest costs due to variations such as level of services, degree of supervision, geographic location, and age of recipient (Piasecki et al, 1978)*

An example of a full service program in the District of Columbia is the Psychiatric Institute which charged $4,750.00 per month for residential treatment of severely emotionally disturbed children in 1976.**

*Piasecki, Joseph; Pittinger, Jane; Rutman, Irvin, Determining the Costs of Community Residential Services for the Psychosocially Disabled, National Institute of Mental Health (DHEW), Rockville, Md., Division of Biometry and Epidemiology, Report No. DHEW - ADM 77-504, 1978.

**1977 Directory, U.S. Facilities and Programs for Children with Severe Mental Illness, U.S. Department of Health, Education and Welfare, Public Health Service; Alcohol, Drug Abuse, and Mental Health Administration, National Institute of Mental Health, Rockville, Maryland, 1977.

When cost data come from published reports, amounts are usually two or three years old. According to Piasecki, the "rate of inflation for residential services has matched or exceeded the general inflation rate."*

For example, the average cost in the United States for an individual in a Halfway House for mentally ill juveniles was reported in Piasecki's report as $17.89 per diem in 1973 and $27.76 per diem in 1976. Residential Treatment Centers for Emotionally Disturbed Children under 18 reported the cost per day as $38.00 in 1973 and $47.00 in 1975.**

Using these two data and the consumer price index,*** it was possible to use a forecasting method (See Appendix D) to predict the cost in June of 1979 and June of 1980. (See Table I.)

TABLE I

Predicted Average Cost Per Diem for Two Types of Programs for Emotionally Disturbed Youth

	Halfway House	Residential Treatment Centers
June, 1979	$38.55	$72.81
June, 1980	$43.00	$81.23

Since students in the YIPS program are too disturbed to be accepted into a Halfway House program, the Residential Treatment Centers would be a more realistic cost for comparison. Changing per diem to annual cost, the figure for 1979 becomes $26,575.65.

*Ibid., p. 50.

**Witken, Michael, "Residential Treatment Centers for Emotionally Disturbed Children, 1975-76," Mental Health Statistical Note No. 135, U.S. Department of Health Education and Welfare, Public Health Service, Alcohol, Drug Abuse and Mental Health Administration, National Institute of Mental Health Division of Biometry and Epidemiology Survey and Reports Branch, Rockville, Maryland, July 1977, Reprinted 1978.

***by telephone September 13, 1979, from U.S. Bureau of Labor Statistics, Department of Labor, Washington, D.C.

The District of Columbia Public Schools, under P.L. 94-142 does pay for students in residential treatment. The present annual cost is approximately $23,000.* This amount is similar to the national average reported above.

The total funding budgeted for the YIPS program in 1979 was $103,464. Dividing that amount by the 12 students in the program, the average annual cost per student is $8,622, an amount which is 37% of the cost of residential treatment for a similar District of Columbia Public School student. (See Table II for cost comparison.)

TABLE II

Cost Comparison for Programs for Seriously Emotionally Disturbed Students for 1978-79

National Average Cost Per Pupil for Residential Treatment	District Cost Per Pupil for Residential Treatment	YIPS Project Average Cost Cost per Pupil
$26,575	$ 23,000	$8,622

Note: See preceding paragraphs for derivation of data

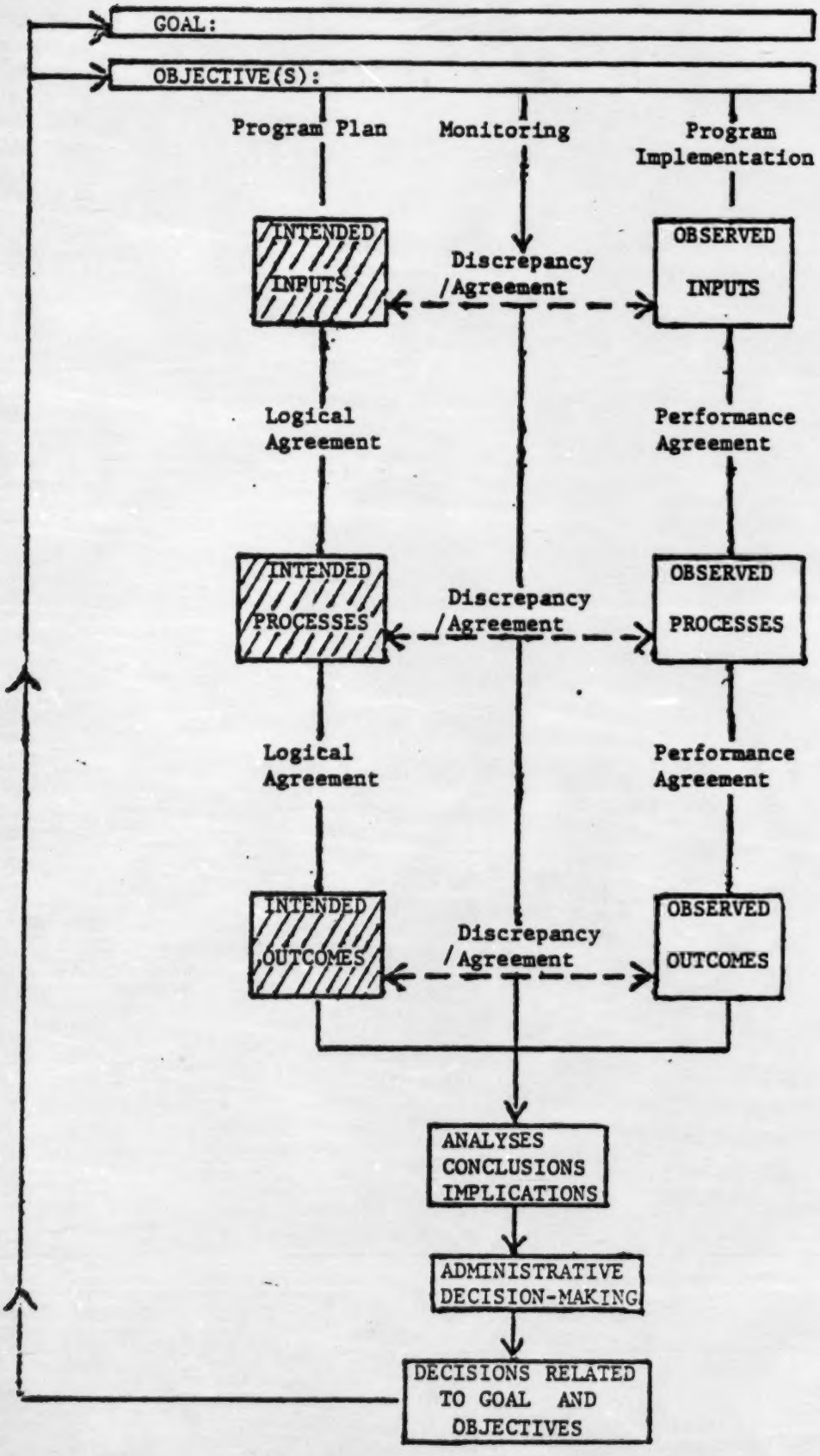
The cost data show that the YIPS program is a cost effective alternative to institutional or private facility placement.

*D.C. Public Schools cost data from Mr. Sewell Horad, Division of Special Education.

APPENDIX B

Evaluation Model Schematic

EVALUATION MODEL SCHEMATIC A



DRE

APPENDIX C

RESULTS OF THE DEVEREAUX ADOLESCENT BEHAVIOR RATING SCALE

THE DEVEREAUX ADOLESCENT BEHAVIOR RATING SCALE

Student	1	2	3	4	5	6	7	8	9	10	11	12	A	B	C	N	%
A	+	+	-	+	+	-	-	0	0	-	0	+	-	0	-	5	33
B	+	+	+	+	+	+	0	+	-	+	+	+	+	-	+	12	80
C	-	-	-	+	-	-	-	-	-	-	-	-	-	-	-	1	7
D	+	+	+	+	+	+	+	+	-	-	-	+	+	0	-	10	67
E	-	-	-	+	+	-	+	+	+	+	+	+	-	+	+	10	67
F	0	+	0	+	+	+	+	+	-	-	+	0	+	+	0	9	60
G	+	+	+	+	+	+	+	+	-	-	+	+	+	+	+	13	87
H	-	-	-	-	-	-	+	+	+	+	-	-	-	+	+	6	40
I	0	-	-	+	+	+	0	+	+	+	+	0	+	+	+	10	67
J	-	-	-	+	0	+	-	+	+	0	-	0	-	+	-	5	33
K	+	+	+	+	+	+	+	+	-	+	-	+	+	+	+	13	87

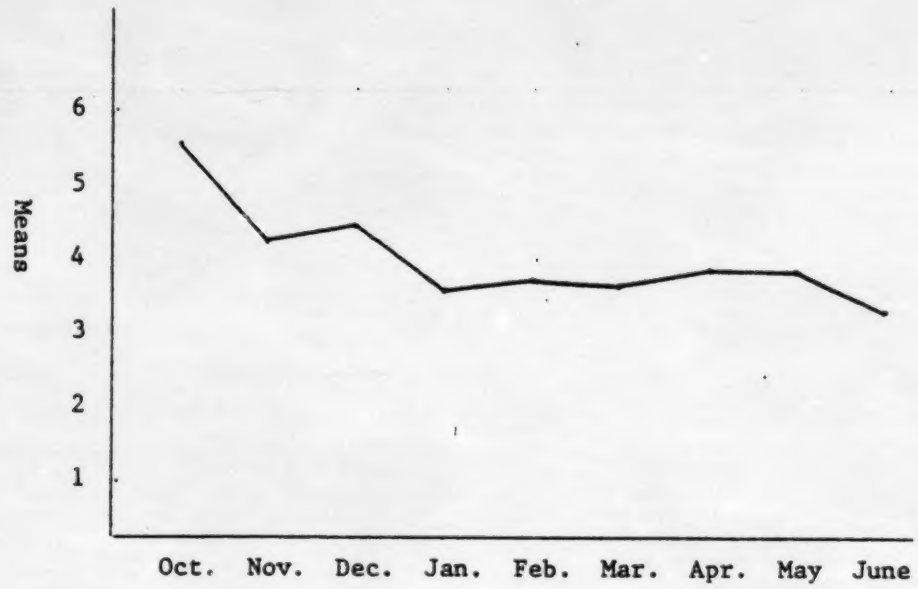
The fifteen categories across the top of this chart represent the subtests of the Devereaux Adolescent Behavior Rating Scale. The categories ranging from 1 to C are: Unethical Behavior, Defiant Resistive, Domineering Sadistic, Heterosexual Interest, Hyperactive Expansive, Poor Emotional Control, Needs Approval Dependency, Emotional Distance, Physical Inferiority, Timidity, Schizoid Withdrawal, Bizarre Speech and Cognition, Bizarre Actions, Inability to Delay, Paronoid Thinking and Anxious. Within the table the pluses (+) are equal to a reduction in the rate of behavior as measured pre- to posttesting. The zeroes (0) are equal to those subtests which remained the same pre- to posttesting and the minuses are equal to an increase in the behavior pre- to posttesting. The N column is equal to the number of times a plus is recorded for a given item on the subtest for each student across the fifteen categories. The percentage column is equal to the percentage of plus responses across the fifteen subtests.

The Devereaux Adolescent Behavior Rating Scale was completed by the classroom teachers. These ratings were completed on a pretest-posttest basis. The above chart represents whether or not there was a positive change in behavior on the pre- to posttest sessions.

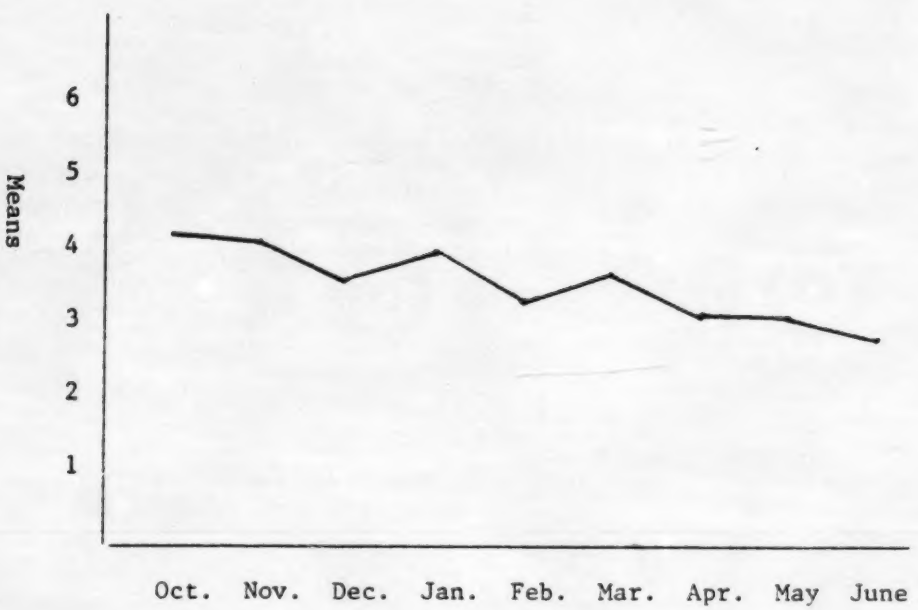
APPENDIX D

MEAN RATINGS FOR THE SIX CATEGORIES ON THE BEHAVIORAL PROBLEM CHECKLIST

Mean Rating for Conduct Problems
for a Nine Month Period

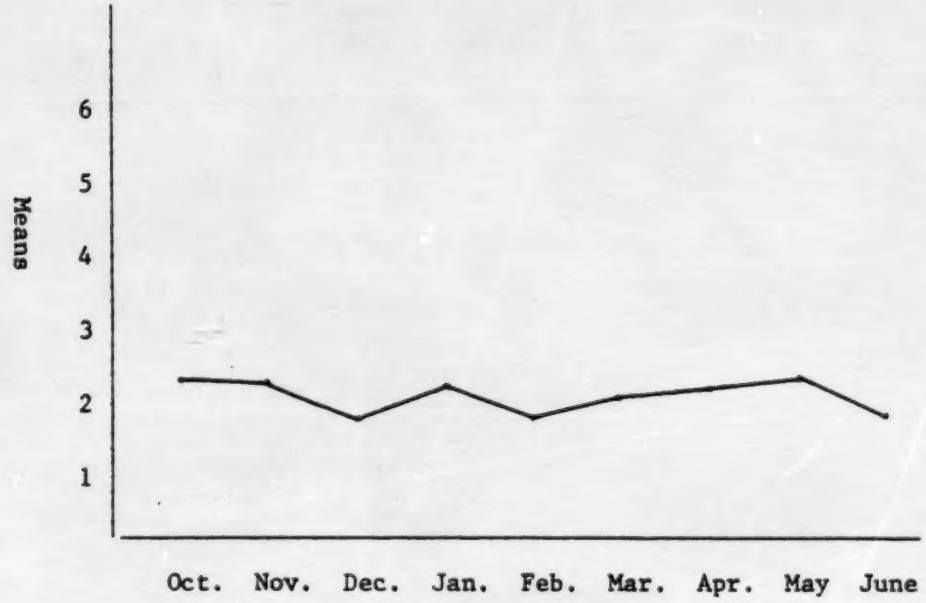


Mean Rating for Personality Problems
for a Nine Month Period

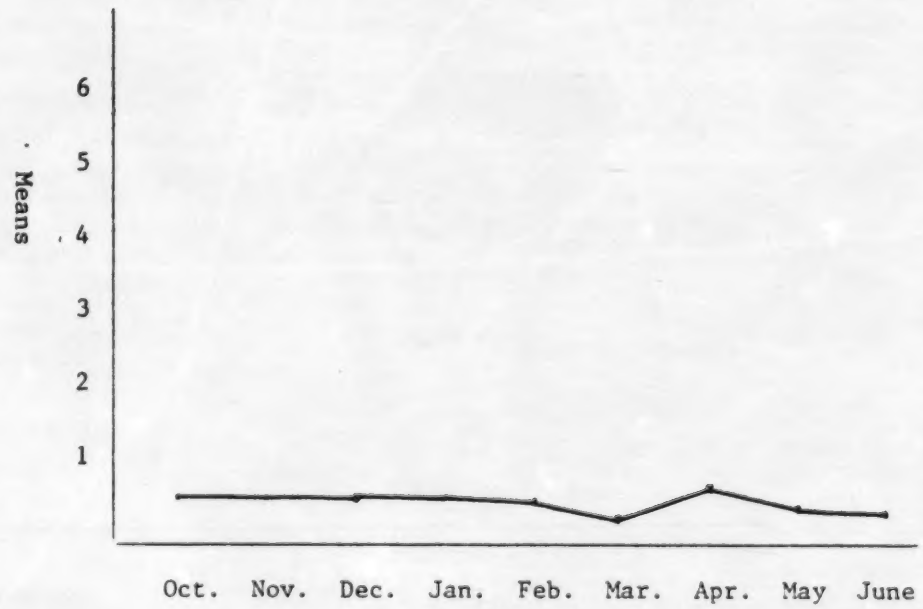


Mean Rating for Inadequacy Immature

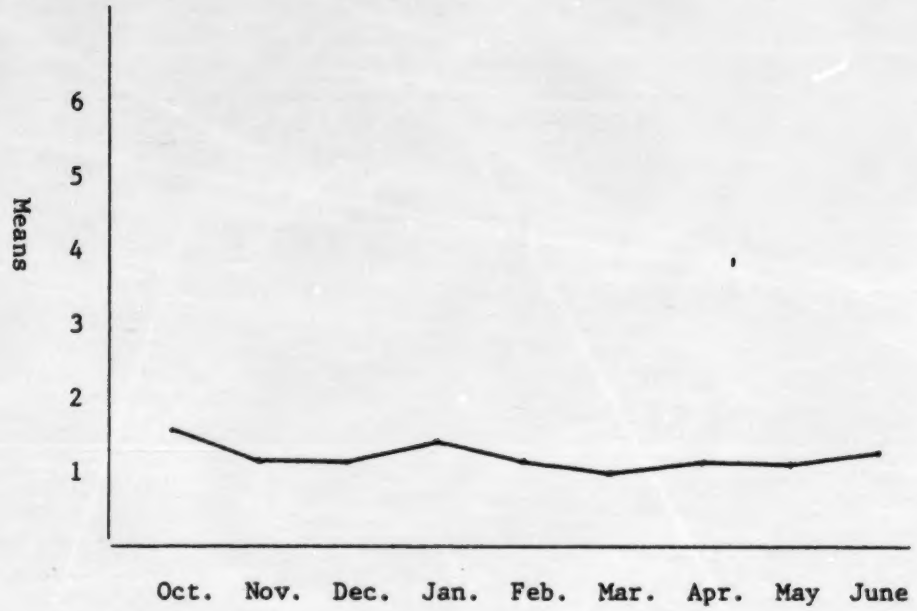
for a Nine Month Period



Mean Rating for Socialized Delinquency
for a Nine Month Period



Mean Rating for Psychotic Behaviors
for a Nine Month Period



APPENDIX E

COMPARISON BETWEEN EXPECTED AND ACTUAL ANNUAL GAIN IN PSYCHOLINGUISTIC AGE (PLA) ON THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES (ITPA) SUBTESTS FOR THREE STUDENTS

COMPARISON BETWEEN EXPECTED AND ACTUAL ANNUAL GAIN IN PSYCHOLINGUISTIC AGE (PLA) ON THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES (ITPA) SUBTEST FOR THREE STUDENTS

	Expected Annual Gain in Months			Actual Annual Gain in Months		
	S1	S2	S3	S1	S2	S3
Auditory Reception	4	4	4	5	3	5
Visual Reception	8	4	4	**	4	**
Visual Sequential Memory	6	4	3	**	3	3
Auditory Association	*	4	4	4	3	3
Auditory Sequential Memory	7	7	5	**	**	**
Visual Association	6	5	4	*	5	4
Grammatic Closure	4	*	4	5	**	4
Manual Expression	*	*	**	**	**	**
Auditory Closure	6	*	*	6	6	**

* Subtest not administered (Because the test was given as a diagnostic instrument all of the subtests were not administered.)

** PLA equivalent above norms.

APPENDIX F

RESULTS OF THE READING TESTS ON THE
WIDE RANGE ACHIEVEMENT TEST (WRAT) ON THE
PEABODY PICTURE VOCABULARY TEST (PIAT)

Reading Test Results
Grade Equivalent

Student	W.R.A.T.			P.I.A.T. Recognition			P.I.A.T. Comprehension			Positive change on at least one measure*
	Pretest	Posttest	Change	Pretest	Posttest	Change	Pretest	Posttest	Change	
1	1.8	2.4	+	1.3	1.6	+	2.1	1.9	-	*
2	2.1	2.9	+	2.2	2.0	-	2.7	2.4	-	*
3	8.1	7.8	-	7.3	9.1	+	6.5	7.5	+	*
4	5.0	4.8	-	3.8	3.8	0	2.7	3.3	+	*
5	2.4	K-5	-	0.5	0.1	-	0.1	0.1	-	
6	2.4	2.3	-	1.1	1.2	+	0.1	0.1	-	*
7	3.0	3.0	0	1.8	2.0	+	2.1	2.7	+	*
8	5.4	5.4	0	4.4	5.4	+	2.2	2.4	+	*
9	8.7	10.0	+	9.1	11.0	+	2.9	2.9	0	*
10	3.6	4.1	+	2.2	2.2	0	3.7	3.2	-	*
11	6.8	8.0	+	7.0	6.6	-	4.5	5.0	+	*
12	4.0	4.7	+	2.8	3.1	+	3.2	3.2	0	*
13	2.4	1.4	-	1.0	1.1	+	0.1	0.1	0	*
14	3.4	4.1	+	3.8	5.8	+	3.3	3.7	+	*

* 13 out of 14 or 93%

APPENDIX G

RESULTS OF THE SPELLING TESTS ON THE WIDE RANGE ACHIEVEMENT TEST (WRAT) AND THE PEABODY PICTURE VOCABULARY TEST (PIAT)

Spelling Test Results
Grade Equivalents

Student	W.R.A.T.			P.I.A.T.			Positive change on at least one Measure*
	Pretest	Posttest	Change	Pretest	Posttest	Change	
1	2.7	2.4	-	1.5	2.0	+	*
2	2.4	2.4	0	2.2	2.5	+	*
3	8.1	5.4	-	7.1	8.7	+	*
4	3.3	3.3	0	3.6	3.9	+	*
5	1.8	1.2	-	0.1	0.1	0	
6	1.8	1.8	0	0.6	0.8	+	*
7	2.4	2.4	0	3.0	2.7	-	
8	4.8	6.4	+	4.9	4.4	-	*
9	8.9	8.7	-	5.6	8.0	+	*
10	2.4	2.4	0	2.9	3.3	+	*
11	5.2	5.4	+	7.4	9.0	+	*
12	2.4	2.7	+	2.5	2.9	+	*
13	1.8	1.2	-	0.1	0.3	+	*
14	3.9	3.3	-	2.9	4.2	+	*

* 12 out of 14 or 86%

APPENDIX H

RESULTS OF THE ARITHMETIC TESTS ON THE WIDE RANGE ACHIEVEMENT TEST (WRAT) AND THE PEABODY PICTURE VOCABULARY TEST (PIAT)

ARITHMETIC TEST RESULTS
GRADE EQUIVALENTS

Student	W.R.A.T.			P.I.A.T.			Positive Change on At Least On Measure*
	Pretest	Posttest	Change	Pretest	Posttest	Change	
1	3.3	3.6	+	3.3	3.7	+	*
2	2.7	3.3	+	2.5	3.2	+	*
3	3.6	3.3	-	3.5	5.7	+	*
4	2.1	3.3	+	4.4	4.6	+	*
5	2.3	P.9	-	0.1	0.1	0	
6	2.3	1.4	-	0.9	0.9	0	
7	3.6	3.3	-	4.0	3.5	-	
8	2.7	3.0	+	2.7	2.0	-	*
9	4.3	4.3	0	3.3	3.5	+	*
10	3.0	3.6	+	3.3	4.4	+	*
11	6.9	3.9	-	3.8	4.2	+	*
12	3.0	3.9	+	3.3	3.3	0	*
13	2.3	K6	-	0.1	0.1	0	
14	3.3	3.9	+	3.7	4.0	+	*

* 10 out of 14 or 71%

APPENDIX I

Staff Development Needs
Assessment Form

Bundy School
Staff Development
Needs Assessment

In order to meet your specific needs please list the staff development activities that you would like to have this school year. Please return by Friday, September 7, 1979.

1. _____

2. _____

3. _____

4. _____

5. _____

Name _____

Date _____